

## Activities and Discussion Questions

*1. Identify the following teacher response as being that of an assertive teacher, a hostile teacher, or a non-assertive teacher (sometimes you see a combination of two types):*

- a. "Tish, I like the way you raised your hand before speaking."
- b. "Conchita, please start putting your project away. It's been five minutes since I asked you to clean up."
- c. "I give up. If this group doesn't want to listen, its your problem, not mine."
- d. "Get to the end of the line! (The teacher grabs the student's shoulder and pushes him toward the end of line.) If you want to act like a bully, I'll show you what it's like to get pushed around."
- e. Typically active students are working quietly on their projects while the teacher sits at his desk and talks with the classroom aide.
- f. Students are off task while the teacher quietly sits at her desk and corrects assignments.
- g. "Jamie, stop hitting. You will keep your hands to yourself or you will go to the time-out room."
- h. "Louise, you did such a nice job on your composition! Let's go down and show Mrs. Gailey (the well-liked vice principal)."
- i. "Hank, when are you going to learn that spitting at people is not a good way to handle conflicts?"



- j. "Quit acting like a baby. Act your age."
- k. "I want you to stop talking and finish those math problems."
- l. "I don't believe it. You finally handed in an assignment that doesn't look like chicken scratchings."
- m. "Wow, you only made that one small mistake. Great work Carmen."
- n. Peter is working diligently on his seatwork. He feels a hand on his shoulder and looks up to see the teacher give him a smile and a wink.

**2. Provide an assertive response to the following situations:**

- a. Five students are gathered around a small table for their reading lesson. While three students read or listen, Calvin and Poonam are poking each other and making faces.
- b. When told to get back on task, Juanita tells you that she is feeling ill today. This is not typical behavior for her.
- c. When told to get back on task, Kevin tells you that he is feeling ill today. This is commonly reported by her, has been checked out by the school nurse, and is believed to be a ploy she uses to avoid class work.
- d. Berj rips up his worksheet and throws it on the floor, mumbling, "I'm not doing this crap."
- e. Diana leaves her seat to tug on your arm and ask for assistance. You tell her to sit down and raise her hand. She starts to cry and accuses you of never helping her.

**3. Demonstrate the "'broken record" technique by writing responses for the teacher. Show your concern for the student by prefacing your unwavering direction/command with a supportive message (e.g., "I understand, but...").**

- a. Mike is not wearing his goggles during an activity that requires chipping pieces off of a rock with a hammer and chisel.

Teacher: "Mike, put those goggles on."

Mike: "It's OK I've done this before."

Teacher: " ."

Mike: "But the goggles get hot and fog up."

Teacher: " ."

Mike: "Aw, but they mess up your hair and leave red lines on your face."

Teacher: (Offer a choice. Restate the direction and inform him of the consequence that will

occur if he fails to comply.)

- b. The softball beats Antonis to home plate and he violently pushes Tim who is waiting at the plate for the tag. Tim receives a hard knock on the head as a result of the push-initiated fall.

Teacher: "Antonis, sit down for a few minutes."

George: "For what?!"

Teacher:

George: "They do it in the pros!!"

Teacher:

George: "Bullshit! Why do I have to sit out for playing right? If Tim doesn't want to get

hurt, he shouldn't stand in front of the plate!"

Teacher: (Offer a choice with a negative consequence for noncompliance.)

c. You see Tyler put the stuffed clown doll in his desk rather than returning it to the toy box.

You decide to give a friendly hint or two.

Teacher: "Tyler, I don't see Emmett in the toy box."

Tyler: Places his face in his folded arms on the table, then raised it up to give you one

of his wonderful smiles.

Teacher: "Emmett gets lonely without his clown friends."

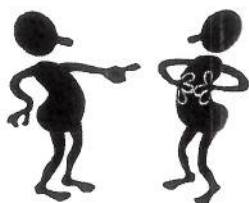
Tyler: "I won't play with him."

Teacher: (Issue a direction)

Tyler: "No!"

Teacher: (Offer a choice with a negative consequence for noncompliance.)

**4. To understand how messages are made more effective by the use of the student's name, eye contact, and gesture, practice the following steps with another person.**



a. Sit ten to fifteen feet apart from your partner who is standing.

b. While looking down or away from your partner, say, "Sit down."

c. (partner stands up again if seated) While looking down or away from your partner, say

"(Name), sit down."

d. (partner standing) Say, "(Name), sit down," while looking assertively into the eyes of your

partner. Maintain this eye contact for a few seconds.

e. (partner standing) Say, "Name, sit down," while maintaining eye contact and gesturing

toward the chair.

f. (partner standing) Stand up while completing step (e). Be aware that some older students

may see this behavior as a challenge to a conflict.

g. Switch roles and repeat steps (b) through (e) (...but leave out the gesture). Have a partner

play the role of a student who has just sat down in his/her chair after delivering a message

for you. Instead of using the phrase "Sit down" (as in the last situation), use "Thank you for your help".

**5. Practice giving positive reinforcement and consequences in different ways by engaging in the tasks below with a partner.**

a. Have someone play the role of a student who is quietly writing a composition and sometimes looks up momentarily to think. Give five different nonverbal signals

(e.g.,

wink, smile, nod, "thumbs up," OK sign, etc.).

**b.** Use positive touching on the student's back or shoulder and give a nonverbal signal.

**c.** Give a positive comment to the whole class (use your imagination) because they are all

working so diligently.

**d.** Have your partner approach your desk and ask if his or her paper is "OK". Say something positive to the student in a personal, quiet voice. Give specifics in a positive or constructive manner. Remember to use eye contact and the student's name.

**Reference: MCINTYRE/Assertive Discipline**